

**INTENSIVE READING ACTIVITIES FOR THE IMPLICIT LEARNING OF  
GRAMMATICAL PATTERNS IN A FIFTH GRADE AT A PUBLIC SCHOOL**

ÁNGELA MARÍA VELÁSQUEZ MORALES

YASMIN JULIANA RIVERA CASTRO

LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS

FACULTAD DE BELLAS ARTES Y HUMANIDADES

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**YASMIN JULIANA RIVERA CASTRO**

**Trabajo de grado como requisito para obtener el título de Licenciado en Bilingüismo con  
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**Trabajo dirigido por:**

**Sandro Alfonso Echeverry Palacio**

**Asesor**

**Licenciatura en Bilingüismo con Énfasis en Inglés**

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## **Abstract**

This project had as purposes to help learners grasp linguistic patterns from reading materials and report the role of intensive reading activities in the implicit learning of grammatical structures in primary students from a public school in Pereira, Colombia. The theoretical support for the fulfillment of these objectives includes contributions from Ellis (1995), for whom grammar is described as a network of linguistic patterns that are internalized implicitly by making associations between input and outcomes. In addition, Krashen (2004) claims that reading activities can be beneficial in regards to the control of complex grammatical patterns. Based on this information, we carried out nine lessons with the use of the book “Charlie and the Chocolate Factory” as the main material for the implicit learning of linguistic structures. The participants of this project were thirty nine students of a fifth grade in a public institution of the region. After implementing this project, it was found that, even though learners can be dependent on them, reading materials serve as a guide for the identification of grammatical patterns in young learners. Additionally, those materials require adaptations and teaching strategies so that learners can access to them and consequently gain linguistic knowledge.

**Key words:** Intensive Reading, grammar teaching, implicit instruction.

## **Resumen**

Los principales objetivos de este proyecto consistieron en el uso de materiales de lectura para facilitar el proceso de aprendizaje de patrones gramaticales del inglés y el reporte de la implementación de dicha integración. Para ello, contamos con aportes como el de Ellis (1995) en el que se describe a la gramática como una red de estructuras lingüísticas, cuyo aprendizaje se facilita mediante la conexión del lenguaje recibido con el producido. Adicionalmente, Krashen (2004) afirma que la lectura facilita el proceso de aprendizaje de patrones gramaticales complejos. Con base en esta información, se llevaron a cabo nueve clases, contando con el libro “Charlie y la Fábrica de Chocolate” como recurso principal para el aprendizaje implícito de algunos aspectos de la gramática inglesa. Los participantes de dichas clases fueron treinta y nueve estudiantes de quinto grado de una institución pública de Pereira, Risaralda. A través de la implementación de este proyecto se encontró que a pesar de que los estudiantes pueden ser dependientes de los materiales usados, las actividades de lectura intensiva sirvieron como guía para la identificación de estructuras lingüísticas. Asimismo, se encontró que dichos materiales deben ser adaptados y complementados con estrategias de enseñanza, de tal modo que sean útiles a los estudiantes en su proceso de aprendizaje.

Palabras clave: Lectura intensiva, Enseñanza de la gramática, Instrucción implícita.

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## **Introduction**

In order to create a solid foundation for the implementation of this project, we presented different sections with meaningful contributions from different theoreticians. The first chapter of this document described our vision on the role of grammar instruction in the Colombian context and the ideas that we had to contribute to this role. Then, the insights and findings from different authors around the world were displayed in subsequent sections. In addition, the methodological section describes the set of procedures, approaches, and materials used in the implementation of this project. Finally, with the aim of providing meaningful information about the relation between reading and implicit language learning, the learnings achieved in this process are presented through the results and conclusions sections.



## **1. Justification**

Grammar has been defined by several authors such as Chung & Pullum (1996) as the set of rules that are used to combine words in a coherent way. Since the sixteenth century, English grammar has been an area of interest for many theoreticians; the first to describe this field was William Bullokar in 1586 through his book Pamphlet of Grammar, in which he stated that English Grammar was as prescriptive as Latin grammar. In his book, Bullokar established a variety of standardized rules that were taught deductively in terms of the correct, proper or logical use of grammatical structures. The teaching of grammar is relevant on the acquisition of any language since it is a system that regulates the use of a particular language. For this reason, it is considered for the English Teaching Guidelines in Colombia such as the National Program of Bilingualism (2011), in which the recognition of basic grammatical structures is mentioned as a goal.

The Colombian government has made efforts to improve the English Language levels of the students. Those efforts are reflected on The National English Program “Colombia very well” (2015-2025), which is preceded by the National program of Bilingualism (2006-2010) and the Program of Strengthening Development of Competencies in Foreign languages (2010-2014). As a result, English grammar instruction in Colombia is regulated by a series of guides and documents based on the level of competences presented by The Common European Framework of Reference for Languages; The Suggested English Curriculum, Booklet 22, Basic Learning Rights Of English and the ABC English kit; which are part of both of the previous programs and the new ones that have been created to fill the requirements of the last initiative. In regards to the documents and guides already mentioned, grammar instruction is conceived as a means through which students learn how to apply this knowledge in different situations.

By exploring two different sources of information in relation to grammar teaching in the Colombian context, it was found that grammar instruction in public institutions has had the same characteristics for years. Watson (2011) assures that in Colombia, English grammar is taught in a very archaic way. The reasons she stated to support this statement are quite clear; first of all many teachers do not know how to speak the English Language and do not even know how to teach grammar. Second, there are teachers who stick to the traditional grammar teaching, which means that many of them continue teaching grammar from the rules, and lastly because some grammar methods used by teachers are outdated. As it is observed, the particular problem in Colombia has to do with the lack of expertise that some Colombian educators have in the area of grammar teaching.

In addition, the study “*The State of the Art of English Language Teaching in Santa Rosa de Cabal, Risaralda*” conducted by González and López (2012), showed that the English teachers from this area have a tendency mostly related by the structural view of the language and the use of traditional methods for teaching grammar. Moreover, Bardakci & Uysal (2014) point out that grammar is a matter for the ELT field because despite of the fact that different grammar studies have been conducted through the three grammar approaches, focus- on forms, focus on meaning, and focus on form, several studies have shown that the best results obtained have been in relation to the implementation of the grammar approach “focus on meaning” in which linguistic structures are provided in an implicit way. However, many teachers still use the “Focus on forms” approach, so they provide explicit explanations and corrections in relation to grammar. This indicates that despite the efforts done by the ELT field, the integration of a different grammar approach is still a difficult issue for English Language Teachers.

Taking into account the problematic that is presented in Colombia concerning the use of traditional or explicit explanations for grammatical rules, it is crucial to bear in mind the adoption of different alternatives, such as grammar through meaning or implicit learning, in which students' cognition is more stimulated. One of those alternative learning strategies is reading, which has been explored internationally by researchers such as Echavarría, Vogt & Short (2000). They suggest that the use of reading strategies such as summarizing, sequencing, and relating background knowledge, can be a great tool to ensure students' understanding of topics taught through written texts. In terms of national research on reading instruction, there are different authors who have researched on the impact of reading in the language learning process. Ríos and Valcárcel (2005) stated that Reading boosts the process of language learning in secondary students. They support this affirmation by explaining that students were more willing to learn and participate when they developed reading activities, therefore their language skills were enhanced by practicing. As we can see, several authors have shared their theories and findings on the usefulness of reading in education. However, the influence of reading in grammar learning for EFL students remains mainly unexplored. Additionally, most of the studies that are focused on reading in second language learning have been conducted with teenagers and young adults, thus the effectiveness of this strategy in children has not been proved.

This project aims at providing students from official schools in Colombia, with the opportunity to be as linguistically competent in English as those from private institutions. Taking into account the results from the tests of the National Institute for the Evaluation of Education, which examines mostly students' grammatical competence in English, the majority of students in Colombia (48,64%) have a basic level of proficiency in English (A1 and A2 according to

CEFR). Hence, this study aims to present a new strategy to facilitate learners' ability to learn the grammatical patterns they will need for both future interactions and standardized examinations.

As a consequence, this project will have a special emphasis on these aspects, in order to prepare learners for the scenarios they will be facing in the future. The consideration of implicit ways for teaching grammar can bring several benefits for education both nationally and internationally. According to Ellis (2015) traditional techniques for teaching grammar are not efficient enough because they do not take into account students' natural learning process. Therefore, he suggests that activities in which students notice grammatical structures from content materials are more accurate for language acquisition. Therefore, this study aims to contribute to this tendency of ELT by observing the different attitudes and results that young learners may present when grasping grammatical structures from texts. Thus, we can find which are the most suitable approaches and techniques for teaching grammatical structures. Consequently, the findings from this project could contribute to the change of paradigm that English teaching policies are having in Colombia since it is related to the emphasis on communication rather than form that such policies have nowadays.

Since the public institution where this project will take place does not have professional English teachers for primary students, this project could shed some light on the curricular aspects that might be considered in order to develop students' linguistic competence in English, without exposing them to formulaic explanations. One of the main changes is related to the implicit way of teaching English grammar. The curriculum for fifth grade will move from being based on vocabulary to the implicit learning of basic grammatical structures. Additionally, the use of reading activities can be established in order to serve as a helping aid for the norm discovery teaching and the fostering of students' reading skills and content knowledge. Due to the fact that

implicit teaching is a cognitively challenging activity, these changes will help to increase students' interest on learning a second language.

## **1.1Objectives**

### **1.1.1 Learning objectives**

#### **General objective**

- To grasp basic grammatical patterns from the intensive reading of a children's book.

#### **Specific objectives**

- To identify present and past verb tenses while reading intensively.

### **1.1.2 Teaching objectives**

#### **General objective**

- To report about the role of intensive reading activities in the implicit learning of grammatical patterns.

#### **Specific objectives**

- To inform about implicit grammatical knowledge after the exposure to intensive reading activities.
- To describe aspects for the implementation of intensive reading activities for grammar teaching in a public school.

## **2. Literature Review**

Grammar presented by Wang F (2010) “as a significant part in language teaching”; has called the attention of many researchers who are looking to develop new strategies that can be used to teach this language component to L2 learners. For example, Harmer, J (2011) provides different activities that can be applied to an English Grammar class. However, it was noticed that none of them were entirely focused on the use of reading activities to learn grammar. According to Krashen (2004) “reading activities can have many benefits on students, since they can have better reading ability, know more vocabulary, write better, spell better, and have better control of complex grammatical constructions”. In order to establish the influence of reading activities to teach grammar, two different studies will be analyzed. The first study, conducted by Chuenchaichon (2011) explores the effects of implementing intensive reading activities to improve the writing skill of undergraduate students. The second study, implemented by Zhanfang (2015) analyses the implications of integrating intensive reading with writing in a course of English majors of the third year in one school of foreign languages in China.

On the other hand, it is also relevant to mention how students learn easier those grammatical structures implicitly. Schmidt (2007) considers that implicit learning instruction has shown to have very positive results for students who are learning a second language. As stated by Tomita and Spada (2009) students who are exposed to implicit instruction are able to learn more complex grammatical structures than those who learn them by explicit instruction. As a means to prove the effectiveness of implicit instruction over explicit one for the learning of

grammatical structures two studies will be considered. The first conducted by Ziemer (2007) with the aim of providing empirical data on the effects of implicit and explicit instruction on simple and complex grammatical structures for adult English Language Learners, and the next carried out by Nazan (2014) to see the impact of implicit tasks on improving the learners' writing autonomy and grammatical accuracy on a second language.

With the aim of proposing intensive reading as an aid to improve writing in English, Chuenchaichon (2011) conducted the study "*Impact of Intensive Reading on the Written Performance of Thai University EFL Writers*". The participants of the project were fifty four undergraduate students from a Humanities program, and whose ages ranged from 20 to 22 years old. Even though the participants were coursing their second year from a four-year Major in English, their linguistic competence was lower-intermediate. These students were divided into two groups, the first one had to develop intensive reading tasks and writing tasks, the second one was only asked to write by following instructions. The pieces of writing from both groups were analyzed in terms of grammatical accuracy and complexity, coherence, and cohesion. These analyses suggest that the writing skill of the participants improved, especially on the grammatical complexity. The author attributes this improvement to the additional opportunities to see examples of grammar in use through the reading activities.

Similarly to Chuenchaichon, Zhanfang (2015) researched on the connection between intensive reading and the writing skill. This research counted with thirty students who were coursing their third year of a major in English in a Chinese language school. These students were asked to read intensive texts materials every week, and to write a journal entry per each of these



reading tasks; being the text materials their only source of inspiration for their writing. They participated in a total of twelve lessons, and produced eleven journals by basing on their textbooks, and a final entry reflecting on their learning during the previous twelve lessons. The reflection on the twelve journal entries led the author to notice that the writing skill was positively influenced by the participation on intensive reading activities, on the grounds that it was easier for students to develop an idea when they have plenty of information and examples to follow.

Furthermore, with the purpose of exploring *the effects of implicit and explicit instruction on simple and complex structures for adult English language learners*, Ziemer (2007) carried out a research study whose participants were 70 intact groups of L2 learners in age from 13 to 19. The learners, who belonged to different countries from Asia, were enrolled in a private, college-prep, secondary school. There were two treatments group with 35 students in each. The first 35 were exposed to the learning of grammatical structures implicitly, and the other was taught grammatical structures explicitly. The two treatments both used the same steps of noticing, comparing, integrating, error correction and feedback, and assessment. In order to compare the results of both treatments, the instructor used the same quizzes and prompts for each group. Ziemer (2007) study revealed that in both treatments ,explicit and implicit instruction ,students were able to learn grammatical structures; however Ziemer (2007) pointed out that beginner students were more capable of learning simple and complex forms implicitly without explicit instruction.

In the same way, Nazari (2014) investigated the impact of implicit tasks on helping learners to autonomously improve grammatical accuracy in their writing. The study was

conducted with 60 elementary students of English who attended classes at a Language Institute. The students, whose age ranged from 14 to 18, shared almost the same English level. The procedure used by the researcher focused on analyzing students' ability to find mismatch between the use of simple present perfect in their own writing and the use of the form in a text. In the first stage students were given a topic and they had to write something related to it. Then, their papers were analyzed by other group of students from advance levels who checked their grammatical errors. After that, the papers written by the students were returned as well as paper with the corrections. Finally, the learners were asked to find the mismatch between their writing and the correct form provided. Nazari (2014) found out that learners were able to self- correct the use of present perfect in their writing by making comparison between their errors and the correct form of the present simple given. Moreover, it is relevant to mention that implicit self-correction allowed the learners to use the present perfect more accurately and internalize the rule for further use.

To sum up, we have found that the research papers explored above are highly related to the one we are working on. For instance, some of them studied intensive reading as a strategy to develop the linguistic competence. Moreover, regarding the differences between our classroom project and the studies from Chuenchaichon (2011) and Zhanfang (2015) it was observed that these ones were focused on adults; different from ours which is going to use a story as a means of instruction for children. Additionally, the results from Ziemer (2007), and Nazari (2014) studies have shown that implicit instruction is beneficial for beginners on the grounds that it helps them to identify and use linguistic structures without formulaic explanations. Although these studies offer valuable information regarding reading and implicit grammar instruction in isolation, the influence of intensive reading as a means for implicit grammatical learning has not

yet been described. Considering that the purpose of our study is to explore children's process of achieving grammatical structures through reading activities in an implicit way, we aim to use this information to have a better perspective about the possible impact that our project will have in students.

### **3. Theoretical Framework**

In order to have a deeper perspective of our classroom project, it is necessary to have a clear definition of its different concepts. One of the broader concepts of this study is Reading, which is the interpretation, and understanding of written texts , as defined by Christopher, Miyake, Keenan, Pennington, DeFries, Wadsworth, Willcutt & Olson (2012), Cain (2006) and Meniado (2016), and which embraces a set of sub concepts such as Reading Components, several qualities involved in the reading process which will be described by Konza , D (2010), Brown (2004) and Shanahan (2005) and The Professional Development Service for Teachers (2014). Reading instruction, the process of teaching reading competencies, is explained by Hulme and Snowling (2011), Pang, Muaka, Bernhardt & KamiL (2003) and Mikulecky (2008). Reading strategies, the procedures that the reader takes in order to obtain a better understanding will be explored by Pani (2004), Mehrpour, Sadighi and Bagheri (2013), and Armbruster, Lehr & Osborn (2000). Reading types, the various manners in which this process can be carried out, will be presented by Sharma (2017), Chand (2002), and Vaezi (2005). Finally, Reading tasks which refer to the variety of activities developed for the practice and assessment of Reading comprehension will be addressed by Hong (2007), Knutson (1999) and Folland (2012).

Furthermore, this chapter describes Grammar as the set of rules for language use in agreement with Ellis (2015), Pacteau & Perruchet (1990), and Zhen (2015). Grammar components, the different areas which determine how language should be structured, will be described by Payne (2006), Celce-Murcia & Larsen- Freeman (1999) and Freeman (2014). Grammar instruction, the methods employed to present grammatical rules will be acknowledged

by the definitions of Widodo (2006), Burgo( 2015) and Panggabean (2015). Grammar strategies, the actions taken to foster the adequate use of the language, will be provided by Lee and Park (2007), Chen (2016), and Keatley and Kennedy (2004). Grammar types, the theories proposed for grammar instruction will be supported by Eastman (2000), Mannes (2005) and McClure (2006) . Lastly, Grammar techniques, the tasks designed for the assimilation of grammatical structures will be described by Wickham (2012), Dendrinis (2015) and Celce-Murcia & Hilles (1999). These concepts will allow the study to make decisions based on the aim of the research.

### **3.1Reading**

Reading is one of the most important means by which EFL learners are able to improve significantly their abilities in the target Language. Therefore, it is crucial to define the concept of reading in order to form a solid perspective of its basis in Language education. Christopher et.al (2006) explain reading as a complex ability that requires cognitive and perceptual processes; such as visual, phonological, orthographic, semantic and pragmatic recognition or comprehension. In addition to Christopher et. al. claims, Cain (2006) conceives the memorization of symbols and sounds as a complement to develop reading competence, in other words, reading is a process of recognition of symbolic representations. In order to support the definitions mentioned before, Meniado (2016) shows reading as a “*comprehension tool in the process of gaining academic knowledge*” .Thus, all of the cognitive processes aforementioned, are interrelated in order to grasp meaning, content and learning from what is written. Based on the definitions provided by these authors, we would define reading as a process of comprehension in which several aspects, such as graphic, phonological and syntactic representations are involved and connected in order to obtain meaning and knowledge from

written texts. Given the fact that reading is one of the two core aspects of our study, these definitions will serve as a starting point in order to have a clear understanding of the working of this process.

### **3.1.1 Reading components**

As many other aspects in EFL teaching, sociolinguistics, listening, speaking and writing; reading is a broad concept that embraces a set of components which determine its functioning. Those components, that describe the nature of reading, are defined by Shanahan (2005) as “Phonemic Awareness, Phonics, Oral Reading Fluency, Vocabulary, and Comprehension Strategies. In the same line of thoughts, The Professional Development Service for Teachers (2014) provides a similar association of those components in terms of phonological, comprehension and phonemic awareness, but it also suggests considering affective factors such as motivation and attitude as an important part of reading. Likewise, Konza (2010) agrees with the previous definitions by stating that reading is composed by phonemic awareness, phonics and comprehension. Moreover, she also complements their points of view by including oral language development, world knowledge and early literacy experiences into those elements. Additionally, Brown (2004) considers important to include the macro and micro skills into the components previously mentioned. He suggests that depending on the focus of reading comprehension, learners should implement one of these components. For instance, the micro skills take into account the recognition of grammatical word classes, chunks of language, core of words and particular meaning; whereas the macro skills are intended to discover the communicative functions, the theoretical discourse, the literal and the implied meanings. Thus, we can define

reading components as the series of qualities that make reading successful. The most relevant of these qualities are related to micro and macro skills, sound recognition, fluency, vocabulary knowledge and strategic competences. This information is relevant for our study on the grounds that provides us with an idea of what is important in reading activities, which are one of the most relevant aspects of this project.

### **3.1.2 Reading Strategies**

As it was previously mentioned, there are some strategies which can be used for the sake of effective reading. Pani (2004) defines reading strategies as the group of mental processes applied by the reader as a way to make sense of texts. She also states that good readers tend to use more reading strategies than others. Mehrpour, Sadighi and Bagheri (2013) share similar perceptions about reading strategies, describing them as actions in which students go beyond the mere observation of printed words in order to make the most of the materials available. Armbruster, Lehr & Osborn (2000) acknowledge Pani (2004) and Mehrpour, Sadighi and Bagheri (2013) idea of reading strategies as actions taken to get a better understanding of texts, but it also suggests that these actions are organized into several steps defined by the reader. Thus, we must delimit reading strategies as the set of organized procedures which the reader follows in order to understand the most from written material. Due to the fact that this project uses reading activities as the core of observation, we need to take into account the different strategies that can be used by the teacher or provided to the students in order to comprehend texts in a deeper way and to take certain educational advantage from them. We will

be using Metacognitive Strategies such as paying attention, and practicing in order to have a clear perspective of learners' improvement through the use of reading activities.

### **3.1.3 Types of reading**

Since EFL learners have to implement different strategies to develop efficiently their reading skills, it has been observed that reading is not an easy process to achieve. Moreover, the types of readings assigned to the students, also play an important role in the way they interact and comprehend the Language. Sharma (2017) identified two different types of reading: Extensive and intensive, which vary in their use depending on students' age, preferences and the complexity of the analyzed text. Similarly, The British Council (2006) refers to extensive and intensive reading, emphasizing that the first one is more focused on enjoyable and pleasurable reading that the second one has as a focal point to look for detailed and precise information. Chand (2002), adds an interesting insight to Sharma's (2017) and the British Council's (2006) conception, by explaining that although reading has been divided into two types pleasurable reading and careful reading, all of them have to be taught to the students. Regarding the explanations given by the authors we construe intensive reading as the set of information provided by written language that can be interesting and satisfying for students; which mostly rely on the comprehension of overall meaning.

On the other hand, we describe intensive reading with regard to the understanding of specific facts, words and data. It is significant to recognize the differences with regard to the types of reading, in view of the fact that our project will be based on the use of intensive reading; with the purpose of grasping linguistic patterns from written texts.



### 3.1.4 Intensive Reading Tasks

After considering the types of reading embraced in Language Learning, we will draw the attention to the description of intensive reading tasks, which are some of the activities EFL teachers use to promote the reading competence. Folland (2012) classifies intensive reading tasks as the means by which Language Teachers can assess and put into practice reading exercises. This assertion is supported by Hong (2007) who states that intensive reading tasks are also some practical activities that are used in the reading process to explore and experience the language. Nevertheless, he categorized them into three main steps: Pre- task, Cycle task and Language focus. In the same vein of ideas, Knutson (1999) complements the concepts from the previous authors by claiming that “*Tasks can elicit students' personal views or previous readings on a topic or their expectations with respect to text content or point of view*”. This explanation given by Knutson shows a wider perspective of intensive reading tasks, which is more connected with students' needs and their existing knowledge for the development of the tasks.

We will define tasks in relation with intensive reading to the set of pre, while and post-reading activities that enable the readers to create critical connections between their expectations, what is found in the texts and what is reflected after reading. Moreover, the developing of intensive reading tasks helps students to experience the Language from distinct contexts, which will be for them something more enriching and interactive. What is more relevant about this literature is the fact that it gives us a glimpse of what are the structural aspects that we must take into account at the time of implementing our study.

## **3.2 Grammar**

Even though reading is a relatively significant topic for this work, it will be mostly used as a way of enhancing students' grammatical knowledge in an implicit way. Hence, it is necessary to define Grammar and its subtopics in order to create a coherent foundation for this paper. Grammar has been traditionally defined as the set of rules which determine how language should be structured. According to Ellis (1995), Grammar is an associative network of linguistic patterns that are acquired through constant use and exposure to the language, and that are internalized implicitly by relating input to outcomes. Pacteau & Perruchet (1990) shared similar ideas by stating that human subjects are able to implicitly extract generalities from structured stimuli. On the same vein, Zheng (2015) defines Implicit Grammar as the unconscious learning of rules by the communicative use of the language. What we find relevant about these definitions is that grammatical knowledge could be also perceived as an unconscious process which could be stimulated through the use of multiple materials, in our case; written texts.

### **3.2.1 Grammar Components**

We have previously defined Grammar as a set of rules to form linguistic expressions. However, this idea should not be confused with the common perception of Grammar as a set of punctuation or spelling rules. It is necessary then to describe the different components of this subject in order to have a clearer notion of its complexity. According to Payne (2006) there are several grammar components from which it is possible to highlight phonetics, phonology, morphology, syntax and semantics. On the other hand, Celce-Murcia and Larsen- Freeman (1999) believe that Grammar works at three levels: Sub sentential which is related to

Morphology, sentential or Syntactic, and Supra Sentential or Discourse. However, Larsen-Freeman (2014) makes a different organization by claiming that Grammar has Form/ structural elements (Morphosyntactic and lexical patterns and Phonemic/ graphemic patterns), Meaning/ semantic elements (Lexical and grammatical meaning), and Use of pragmatical elements (Social context, Linguistic Discourse context and presuppositions about context). As we can see, Grammar is composed by different sets of rules relating to symbols *phonetics and graphemic patterns*, Structure *Morphology and Syntax*, and Meaning *pragmatics*. This information will serve as a source for making decisions about the grammatical elements in which we are going to work on this project.

### **3.2.2 Grammar types**

We have already seen the categorization of the different components of Grammar, but this field of study can also be categorized according to its focus, therefore there are several Grammar Types. Eastman (2000) identifies five main types: prescriptive, historical, comparative, functional, and descriptive. He also claims that these types of grammar are concerned with word order, word building and those features of language that are composed by structures. Similar to Palardy, Mannes (2005) recognizes the prescriptive, functional and descriptive grammar, but he also considers important to include the structuralist and the generative grammar. In the same order of ideas, McClure (2006) explains four types of grammar which support some of the ones previously mentioned by the authors. The traditional or prescriptive grammar is the one she calls teacher's or schools' grammar; the descriptive grammar, which she assures to be based on the grammatical structures of a phrase; the transformational generative grammar which goes from

surface structures to the deepest ones; and lastly the cognitive grammar, which she explains as the process that occurs in the brain. Bearing in mind the types of grammar acknowledged by the authors, we will assume five types as the basis for our study: The prescriptive, the descriptive, the cognitive, the functional and the generative. Although the students would not be asked to recognize grammatical structures, the main objective of our project is that they will be able to internalize implicitly these types of grammar.

### **3.2.3 Grammar Instruction**

These grammar types are taught through different ways of instruction, some of which are going to be described in these lines. Widodo (2006) claims that Grammar can be presented through several methods such as Practice and consciousness-raising in which learners are asked to identify patterns from exercises, explicit or conscious knowledge of grammatical rules learned through formal classroom instruction, and unconscious knowledge; internalized knowledge of language that is easily learned during spontaneous language tasks, written or spoken. Some authors such as Burgo (2015) state that despite the fact that Grammar has been always taught through explicit methods, it would be more beneficial to teach grammar in implicit ways. In addition, Winitz (1996) states that implicit grammar teaching methods allow the pupils to reach knowledge about grammatical structures through exposure to the target language. Different from her, Panggabean (2015) considers that even though Grammar Free approaches are better for students who use the language for communication, they could not be successful for students who learn language for specific purposes.

Based on these definitions, we could understand Grammar Instruction as the way in which grammatical rules are presented to students. Some of the most common methods and approaches to teaching Grammar are explicit, implicit, inductive, deductive, Grammar strict and Grammar free. This information is especially important for our study because it helps us identify the way in which we are going to teach grammar rules, which is implicit, and the different kind of methodologies available for teaching this subject.

### **3.2.4 Grammar strategies**

Another essential part of Grammar instruction has to do with the strategies used by teachers to reinforce the appropriate use of the language. Lee and Park (2007) define grammar strategies as the set of actions and thoughts that are consciously employed by teachers and Learners to make Language Learning easier and enjoyable. In addition to Lee and Park, Chen (2016) classifies those strategies into four distinct types: cognitive, metacognitive, affective and social. However, Keatley and Kennedy (2004) argue that it is not only about defining and classifying grammar strategies but also about relating learner's knowledge needs to learning goals, applying higher order thinking skills, providing suitable language input and using predicting skills. Therefore, we find grammar strategies as the consequent actions of giving the appropriate language input, analyzing students' needs and setting goals as the key elements that will help students to improve their grammatical competence through a more pleasing experience. Since the main focus of our study is teaching grammar, we consider accurately significant having a broader view about the strategies used to stimulate this skill in students.

### 3.2.5 Grammar techniques

As we have seen before there are some strategies that are in charge of facilitating the use of rules and structures of the language, however it seems that learning grammar is not something easy. For this reason, some authors have proposed certain techniques that teachers can be used to facilitate this learning process in students. Wickham (2012) explains that one the best ways for teaching grammar is exposing students to entertaining content; for example, using songs, chants, games, stories, nursery rhymes, puppets, roleplays and dialogues. Dendrinis (2015) agrees with Wickham about including puppets and role plays for grammar teaching; nevertheless she points out, that teachers should also employ topics about daily life situations, writing, circling, modelling, drawing and reading. To complement the previous authors' ideas, Celce- Murcia and Hilles (1999) suggest the implementation of problem- solving, test- based, storytelling, listening and responding activities as the means by which students are more able to know how to use grammar correctly. We can conclude by saying that any of these techniques (games, reading, chants, writing, roleplays, drawing, etc.) can be effective for grammar learning since it gives students' the possibility to discover and internalize grammatical structures by themselves. In relation to our project, we will use reading as the main source for which learners are going to comprehend grammar. That is why the contributions from these authors are significant for our study.

These concepts serve as the foundation of our knowledge on Reading and Grammar, which are the main topics of this project; and as the source of information we need in order to create the different activities we will be using on this study. All these definitions will have a high

level of importance for us, due to the fact that we aim to present reading as a strategy to teach grammatical structure.

## **4. Methodology**

### **4.1 Overarching aspects of the practicum.**

This project was developed with thirty nine students from a public institution in Pereira. This rural institution has different facilities provided with most of the elements necessary for the development of a successful lesson. However, the curriculum of the school does not give too much emphasis to second language education. Therefore, they were not competent users of English. This is probably because they do not have a meticulous curriculum for English courses in primary, and the teacher was not familiar with English teaching. Thus, it was necessary to establish weekly sessions of one hour for the development of this project. The specifications related to these sessions are covered in the following lines.

### **4.2 Context**

This study was carried out in a public institution located in Pereira, Risaralda. This institution is located in a rural area with a low socio-economic stratum. The school offers preschooler, primary and secondary education, but this project was conducted with primary students from fifth grade. There are three groups from around forty students who are in this grade. The number of teachers who are in charge of teaching in primary is eighteen, and none of them has a professional degree on English Teaching. Although primary students attend classes from 6:45 a.m. to 2:45 a.m., forty hours per week, they only take English lessons two hours in a week. This is probably because the PEI of the institution is focused on sciences rather than second language learning. Among the facilities of the institution, there is a playground, sports



fields, a cafeteria, multimedia rooms, video projectors, library, two ludic centers, sports supplies, school supplies, teachers' room, administrator's offices and audiovisual rooms.

#### **4.2.1 Setting**

Taking into account this is a public school, students take the nine fundamental areas established by the government, those areas are social sciences, arts, ethical education, sports, religion, humanities, mathematics, technology and its main focus, natural sciences. The curriculum of English for fifth grade is compound by four units in which the main focus is the learning of vocabulary related to professions, nationalities, fruits, vegetables, food, animals and objects of the classroom. Even though this curriculum was designed by an English teacher, it does not give special emphasis to the standards of competence established on *Guía 22 (MEN)*. As the majority of public institutions in Colombia, this school assigns one teacher per group to teach all of the subjects of the course. Therefore, the curriculum of English is implemented by a teacher who does not excel as an English language user. As mentioned before, students only receive two hours of English class weekly, therefore it was used one and a half of those hours during approximately nine weeks for the implementation of this study.

#### **4.2.2 Participants**

After having discussed some aspects of the project with the principal of the institution, it was considered that the study had to be conducted with one group of students who were in fifth grade. The project was carried out with 36 children from 10 to 12 years old, from which 21 are male and 18 are female. Their socio-economic status is low, and most of them come from vulnerable zones of the city. As it was mentioned before, they are only instructed in terms of vocabulary, therefore their knowledge of English is limited. Since at the end of the year, the students have to take the Colombian standardized test “Saber 5<sup>o</sup>” they are asked to carry out a number of activities in which they have to show their abilities in reading comprehension and the correct use of grammatical structures in the second language; as a consequence they need to develop these skills in order to obtain positive results.

#### **4.2.3 Practitioners**

This study was conducted by two practitioners from eighth semester of Licenciatura en Bilingüismo con Énfasis en Inglés in Universidad Tecnológica de Pereira. While carrying out the classes, the practitioners were switching roles. The different roles which we assumed are: Teacher, observer, analyzer and designer. The dynamic followed in the study was the following. The two practitioners designed the lessons that were implemented and also analyzed the outcomes from these lessons. For the teacher and observer roles, we exchanged these roles from class to class e.g.; in one of the classes, one of the practitioners was the observer, whereas the other was the teacher. Then, the following class the one who had been the teacher was the observer and the one who had been the observer was the teacher.

### **4.3 Data collection methods**

#### **4.3.1 Students' Responses**

In order to observe the effectiveness of reading as a strategy for grammar learning, it is important to have a clear perspective of the most suitable assessment tasks that will be used on this study. According to Walvoord (2004), assessment is the set of processes in which goals for learning are established through the gathering of qualitative and quantitative information. This information was used for the achievement and enhancement of educational goals. The types of assessment instruments that were used in this study were both formative and summative. It was formative since we collected information through all the activities carried out in the classes; this information served us to observe the process continuously in order to prove the effectiveness of the reading activities to learn grammar. On the other hand, we used summative assessment at the end of the implementation. The grades were ranked from 1.0 to 5.0 being 1.0 the lowest grade and 5.0 the highest. This let us have a holistic perspective of reading as a means to learn grammar. The specific assessment tasks that were used in this study were as follows: Fill in the gaps and answering open ended questions.

### **4.4 Reflection**

#### **4.4.1 Students' linguistic outcomes**

Although assessment is one of the most useful tools to observe student progress in a classroom research, it is also necessary to reflect on the process in order to have a holistic perspective of the effectiveness of reading activities in the learning of grammatical structures. In

order to do so, we used reading activities such as: Writing short sentences by following the example from the text and fill in the gaps activities. Through these activities evaluated students' ability to imitate, memorize and use the different grammatical structures that they found in the written texts that were used in this study. For instance, students read a text in which the present simple form of the verb to be was constantly used. Then, they completed a fill in the gaps activity, which was related to the text, by writing down the most suitable word between "is" or "are". In this way, learners practiced grammatical patterns in an implicit way.

## **4.5 Professional Growth**

This project used observations, journals and student artifacts as instruments for the development of an effective reflection. Thus, we had the opportunity to observe the effectiveness of the different strategies and tasks that we used in the fostering of English Language Learning in our country, and probably others. As a consequence, this was part of our teacher cognition, knowledge and beliefs.

### **4.5.1 Observation**

Observation could be defined as a way for collecting facts by noticing different events, behaviors and characteristics when a class is taking place. Angrosino (2005) points out that observations can be performed by open-ended narrative or thought the use of checklists in which some descriptors are previously examined. This study included nine observations made by the two practitioners at the whole process. An observation format was used in each lesson with the aim of noting aspects about the development of the class. In this case, if the students understood

the vocabulary presented, if the students were able to answer the questions asked in the while-reading stage and finally, if students used appropriately the grammatical structure emphasized in the reading.

#### **4.5.2 Teacher Journals**

Teacher journals refer to the practice of reflective writing related to classroom events. Yaacob et. al. (2014) conceived journals as a reflective writing aid for the analysis and improvement of classroom practices. On the same vein, Baleghizadeh and Mahboobeh (2014) defined journals as an instrument to reflect on performance in order to improve self-efficacy. Based on these claims, both of the practitioners wrote journal entries after each session. In this way, we obtained detailed information related to the learning process.

#### **4.5.3 Student Artifacts**

Student artifacts are the different evidences of the work that is done with students in the classroom. McGreat, Broderick, & Jones (1984) define student artifacts as the result of the process shown by students through the different materials provided by teachers. These materials include the set of worksheets, quizzes, problem sets, workbooks, and all those observable objects that allow the teachers to notice students' progress in the subject matter. Through this study, student artifacts such as worksheets and short exercises were collected frequently in order to monitor students' progress in the learning and use of grammatical structures.

#### **4.6 Instructional Design**

The approach worked with is the Central approach. According to Richards (2013), the Central Approach is that in which the designer starts from selecting teaching activities, methods and techniques and the selection of content and the desired outcomes are arranged later. The reason why this approach was chosen is because the project was based on reading activities, and those activities are the mechanism through which students develop their grammatical skills. Therefore, the developers focused first on the process rather than the content or the outcomes.

It was previously mentioned the central approach as the way in which this project was designed. However, it is also important to be specific about the procedures followed for the creation of each of the lessons that were implemented. The model used is Pre, While and Post Activities. According to Howarth (2006), Pre, While, and Post tasks are activities in which students can practice the language skills in a communicative way. Due to the fact that this project is focused on the development of the grammatical skills through reading activities, we believe that this model is the one that meets the study's requirements, since it provides us with the opportunity to organize such activities in an efficient way.

#### **4.7 Development and implementation**

Reading has been traditionally considered as a means for the acquisition of new academic knowledge. However, it may also serve as an implicit guidance for the development of grammatical structures while learning a second language.

As it was mentioned before, the model that was used in this project is Pre, While, and Post. During the **Pre stage** some vocabulary and common expressions related to the text and grammar topic worked on were presented, by using videos, pictures, objects or flash cards. Also, the teacher used questions. First of all, the questions were asked in Spanish and then in English to check students' understanding among the reading. At the same time this questions served as a means for students to practice the grammatical structure that was being studied.

Example: The key vocabulary on this text is related to animals and to the present simple tense thus, the teacher raised the tone of her voice and changed her intonation when reading words such as: dog, cat, horse, mouse, is, are, runs, laughs, claps or smiles Similarly, in order practice the grammatical structure, during the reading, the teacher asked for example: What does the cat do? And students answered the cat runs. In order to avoid boredom among the children, the teacher occasionally used puppets or images. Finally, at the **Post** stage, students made different activities related to the topic, by using the grammatical structures they previously read. The activities used were: Writing short sentences by following the example from the text and filling in the gaps activities.

## **5. Results**

The following paragraphs serve as a description of the results we encountered after the implementation of intensive reading activities for the implicit learning of grammatical patterns. These results are categorized into professional growth, students' responses and learning outcomes. Each of these categories is organized in terms of strengths and challenges.

### **5.1 Professional Growth**

This section presents the results of practitioners' learnings on the implementation of intensive reading activities as a means to grammar instruction. Such learnings consist of different elements identified as strengths, and considerations based on the challenges that were encountered in the implementation of this project regarding material adaptation and teaching strategies.

#### **5.1.1 Material adaptation: Addition of line numbers and underlined words**

The consideration of material adaptation in the implementation of intensive reading activities was crucial for implicit grammar instruction on the grounds that it highly influenced the understanding of linguistic patterns. In this line of thoughts, we will present the strengths in relation to the material adaptation in the reading activities. Among the strengths found we can find line-numbers and underlined words.



## Strength

The addition of line-numbers and underlined words to the book chapters demonstrated to be useful both for the teacher and the learners during the guided and post reading activities.

Regarding the guided reading activities, when learners presented difficulties for understanding the reading, line numbers served as a guide for students to find particular parts of the text. The following log reflects this situation.

J(6) 10/24/17. JR. T

“...Furthermore, the use of line numbers in the reading served as a good strategy to keep students focused and interested on the facts presented in the reading, because they could know what I was reading at any time of the activity. For instance, when they were confused about the line we were in, they simply asked “Profe ¿en qué número va?” and then they could continue with the reading.

The lines above are part of a teacher’s journal in which it is observed the fact that practitioners consciously used line-numbers as a guide for the exploration of the text. As it is shown in the example, students used numbers as a reference to find answers to their doubts by asking for them to locate themselves in the reading.

In the same line, the use of underlined words in the reading materials facilitated the completion of open ended questions to test knowledge on basic grammatical patterns because they focused students’ attention on the sentences which contained the grammatical pattern emphasized through the reading activities. This result is evidenced by the following student artifact:

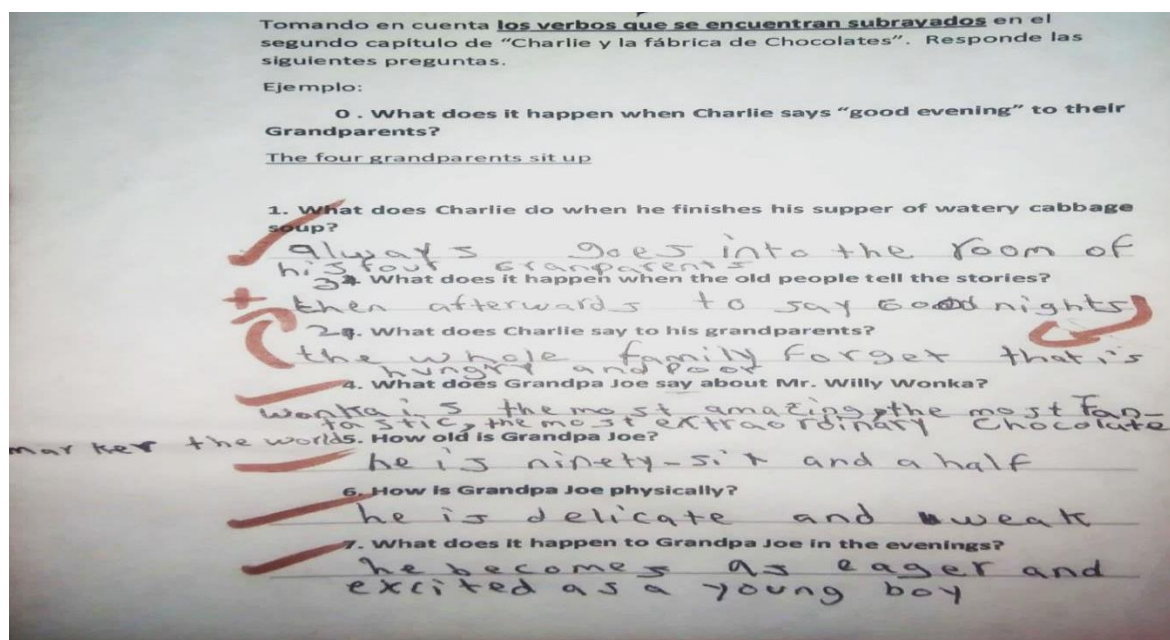


Figure 1. Student artifact, use of present simple.

By observing this artifact, it is possible to notice in the instruction that students were asked to focus their attention on the underlined verbs in the text to use them as an example to answer seven open ended questions in present simple. In addition, it can be noticed that this instructional strategy allowed students to grasp the usage of some underlined verbs that served as guides to answer successfully six out of the seven questions proposed.

Data shows that the addition of line-numbers and underlined words to the book chapters made the content more accessible to the learners so that they could elicit and use the grammatical elements presented through the text. According to Ali (2018) since each context is unique and teachers are the ones who know the needs, interests, and expectations of the students and the context of language teaching, they can adapt the most suitable ELT materials and contribute to create an optimal environment for language learning. In agreement with Isic (2018) teachers

must facilitate students' interaction with materials and provide them with strategies to make it more accessible in relation to the learning goals of a lesson or course.

### **5.1.2 Teaching strategies: The use of supporting images, body language, and previous knowledge.**

One of the main issues related to working with authentic material is students' level of proficiency in the target language. Due to the fact that the students who participated in this project were basic users of the English language, it was necessary to implement teaching strategies to deal with this situation. The use of strategies such as association of concepts with images, body language, and reviewing previous knowledge demonstrated to increase students' comprehension of the reading materials and helped students to understand the activities they were asked to complete.

### **Challenge**

Since the practitioners used authentic reading material for the implicit learning of linguistic structures, it was difficult for students to fully understand the content of the book because there was vocabulary and grammatical elements that were too advanced for their level of competence in English. Thus, to overcome this challenge it was decided to use strategies such as association of concepts with images, body language and reviewing previous knowledge as aids to facilitate the identification of vocabulary and linguistic patterns. In the case of images, these were used by teachers to present vocabulary that was necessary to understand the general idea of the reading passage. Moreover, the teachers used body language to demonstrate actions related to verbs that were unknown for the learners. Finally, practitioners 'review of students' previous

knowledge helped to create a connection between the book chapters leading to intertwined comprehension of the story. These situations can be supported through an observation format and an excerpt from a teacher journal entry.

#### OBSERVATION FORMAT

**Teacher** Ángela María Velásquez Morales

**Observer** Yasmin Juliana Rivera castro

**Date** Wednesday, October the 4th, 2017

**Lesson Number** 2

**Objective:** Students are able to use a grammatical structure from a text.

Pre- Reading Stage	
<b>Procedure</b> <i>Teacher actions</i>	<p>Teacher <u>Ángela</u> asks students to review the first part of the reading presented in the last class. For doing so, she asks questions to the students related to the reading. For example: Do you remember what we read last class?</p> <p>The teacher presents several images to the students. She asks students to infer the meaning of those images. Finally, she presents the names of the images and asks the students to write them down on their notebooks.</p> <p>Through this steps students demonstrated to be ready to keep on the reading.</p>

Figure 2. Observation format. Previous knowledge review.

As noted in the observation format the teacher asked questions to the students to activate their previous knowledge in relation to former reading activities. Additionally, she also used images for students to understand the meaning of some key words found in the text without translating any of these words.

J(3)10/04/17.JR.O

“It was noticed that students get connected to what the teacher is reading and explaining. For example, when the teacher said “sit up” she sat up and students said “!ah teacher sentarse!”

Additionally, in the journal entry it is possible to see how the teachers used body language as a means to present action verbs. In this case, the observer mentioned how the teacher performed the action verb sit up when she was reading it in the text.

Moreover, the aforementioned strategies used by teachers allowed learners to complete post- reading activities which required their implicit knowledge of grammatical patterns. The following student artifact exemplifies this.

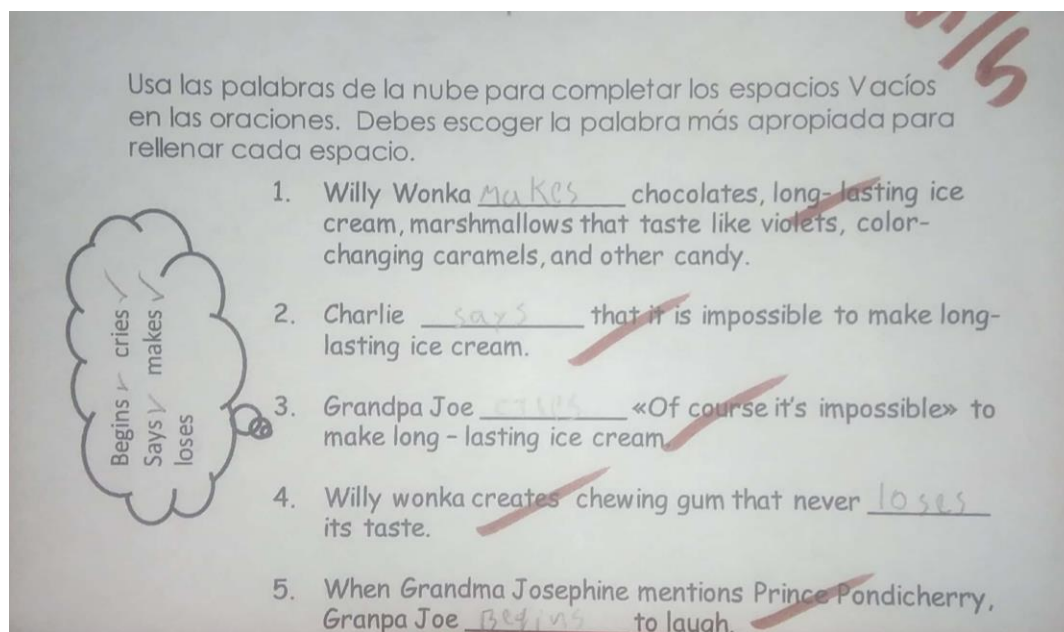


Figure 3. Student artifact. Use of present simple in third person.

As observed in this artifact, students needed to know the meaning of the verbs in order to complete the post- reading activity in a correct way. In the same line, they needed to have a general understanding of the content of each the five items to fill the gaps. This was mainly caused by the implementation of the different teaching strategies mentioned in these lines.

It is important to consider different strategies to teach through the use authentic material on the grounds that this kind of texts offer contextualized uses of the target language. As stated

by Pang, Muaka, Bernhardt & Kamil (2003) it is a must for teachers to use authentic input to expose learners to real situations in which the language is used, as well as to provide learners with strategies that can help them to understand the most the content in the text. By this, we can infer that we as teachers must consider the language competence of students in order to reduce the complexity of the materials not only linguistically but cognitively.

Taking into account the aforementioned aspects, the main contribution to our professional growth is related to the use of authentic material since it made us reflect on the possible adaptations that need to be considered to facilitate students' interaction with it. Likewise, we learnt that the use authentic material requires the formulation and implementation of different teaching strategies to lower the complexity of the reading activities.

## **5.2 Students' Responses**

In the following paragraphs, it will be presented some of the main reactions that were noticed in students when interacting with reading materials for the implicit learning of grammatical patterns. Some of them had to do with the use of L1 to express opinion and answer to guiding questions and the progressive decrease of interest towards the authentic input.

### **5.2.1 Use of L1 to express opinion and answer to guiding questions**

Students' constant participation in L1 during the reading activities helped teachers to make sure that students felt curiosity with the material explored. Along these lines, we will present how students' used L1 as a means to show interest towards the implementation.

#### **Strength**

Due to student's English level it was not possible for them to give answers or ask questions in L2; however, when the teachers started the guiding reading activities, the learners asked different questions in Spanish to see if they understood the content. In a like manner, when the teachers made guiding questions about the readings students answered in Spanish. Usually students gave close answers or replied correctly. The next pieces of observation formats exemplify this information.

OF(4)10/10/2017. JR

<b>Students' answers</b> <i>Do students use the grammatical structure to answer questions? Are they using it correctly? Are their answers related to the text?</i>	Students usually ask questions to the teacher to see if they understand the content of the reading.  For example : Students (x) asks " ¿Teacher qué hacen? Teacher: " They <u>lay</u> , They <u>lay</u> "
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Figure 4. Observation format. Use of L1 to ask questions.

The data in the square above demonstrates that usually students asked questions in their mother tongue for proving that they were connected and interested on what was read by the teacher. This is evidenced when student x ask the teacher about the action being performed by the characters of the book to show that he was keeping track of the story. In the same way, by asking this question the student manifests his will to comprehend the text.

OF(5)17/10/2017. JR

<b>Students' answers</b> <i>Do students use the grammatical structure to answer questions? Are they using it correctly? Are their answers related to the text?</i>	Teacher asks students questions about the reading. For example: Teacher : " what does it mean stays?" Student (x): " ah pues que se queda preparando por mucho tiempo"  Student(x): Teacher what is makes? Teacher: Hacer! Student(x): ah! Osea que ellos make barras de chocolate.
---	---

*Figure 5. Observation format. Use of L1 to answer to question.*

Likewise, in this fragment from an observation format, it is described that, although using the L1 students' answers to the teachers' questions were correct; which tests out their understanding in relation to the story.

The evidence exposed in this chapter suggests that the students' responses when asking and answering questions in L1 were closely related to the interest they had in understanding the actions acknowledged in the story. In addition, the students used L1 because there were not still competent users of the English language. Seng and Hashim (2006) explain that students who are in the process of learning a second language have more difficulty expressing or verbalizing their ideas, so teachers should allow them to fall back on L1 while they build some vocabulary and confidence to speak in L2. This demonstrates that despite of the fact that beginners are not able to draw conclusions in English, they can use it as an immediate resource of interaction to manifest comprehension.

### **5.2.2 Progressive decrease of interest towards authentic input**

The decrease in students' interest towards the book "Charlie and the chocolate factory" had an impact on the development of the project. Specifically, students' engagement was influenced by the limited variety of stories explored in class. Through the following lines, we will present this challenge and what was done to overcome this situation.

#### **Challenge**

At the beginning of the implementation, students demonstrated interest towards the book selected by the teachers; they usually interacted with its content and asked for explanations if



there was something they did not understand. They also used to participate when questions related to the story were asked. However, throughout the development of the project, they expressed their non-compliance due to the fact that no more books were used in the lessons. The students' responses can be evidenced in the following journal excerpt.

J(7) 11/07/17. JR. O

"...In general terms, considering what Sebastian said "¡profe otra vez Charlie y la fabrica de Chocolates qué pereza!" it was noticed that students are getting bored of working with the same reading".

It can be observed how the student expressed his displeasure with working with the same input. This led to disruptive behaviors such as ignoring the teachers during activities. Instead, they preferred interacting with their classmates and their technological devices, which can be evidenced in observation 2.

OF(2)26/09/17. AV

<b>Engagement</b>	Medium to high. Some students are concentrated on the text, but many others are just there watching or talking to their partners. A couple of girls are listening to music.
-------------------	---

*Figure 6. Observation format. Students' engagement in the lessons.*

As stated in the previous fragment, not all students were concentrated in the task as some did not participate actively. This behavior was manifested throughout several lessons although at the beginning of the implementation participation was homogeneous.

As observed in this section, students can easily lose interest when being exposed to repetitive stories or by not giving them the opportunity to have access to a variety of texts. Pang, Muaka, Bernhardt & Kamin (2003) explain that a practical way of keeping children motivated in literature depends essentially on giving them the chance to explore a variety of stories that are closely related to their context, and providing them with short stories. According to this, the use of authentic material must consider students' necessity of a variety of stories for the implementation of reading activities. We suggest teachers to provide children with engaging; varied stories with a length that fits students' ages, so that they do not lose enthusiasm and enjoy reading.

To observe students' responses helped us to reflect on two different aspects. On one hand, students can manifest positive reactions by using their mother tongue, something that is usually forbidden by English teachers. On the contrary, their negative attitudes can be also noticed by explicit actions such as expressing their opinions towards the lessons, or implicit signs like not paying attention to the reading. As it has been shown, in this type of project, it is necessary to take into account students' behaviors in order to make decisions to avoid monotonous lessons which could lead to undesired responses.

### **5.3 Students' linguistic outcomes**

One of the main issues covered by this project is the relation between reading activities and the development of the grammatical skill. This link was analyzed by making use of student artifacts and teacher's journal entries. The following lines present the results of such analysis.

### 5.3.1 Students were able to use present and past simple forms of the verb to be

The analysis of different students' artifacts made possible to notice that learners used the reading materials as guides to develop subsequent tasks. Students frequently compared the words from the questions they had to answer, with the ones that they had on the reading materials. After that, they tried to imitate the grammatical pattern of the text in order to answer successfully.

#### Strength

Students' outcomes in relation to the use of linguistic structures during the first classes were mostly poor because they manifested that they did not know how to use the target language in order to answer to the questions. However, after being exposed to the reading "Charlie and the Chocolate Factory", they noticed that the answers could be done by noticing the sentences from the materials used for the while- reading stage. Consequently, their results had a progressive improvement. The aforementioned progress on students' outcomes can be explained by the following examples.

SA(7)7/11/2017.WL

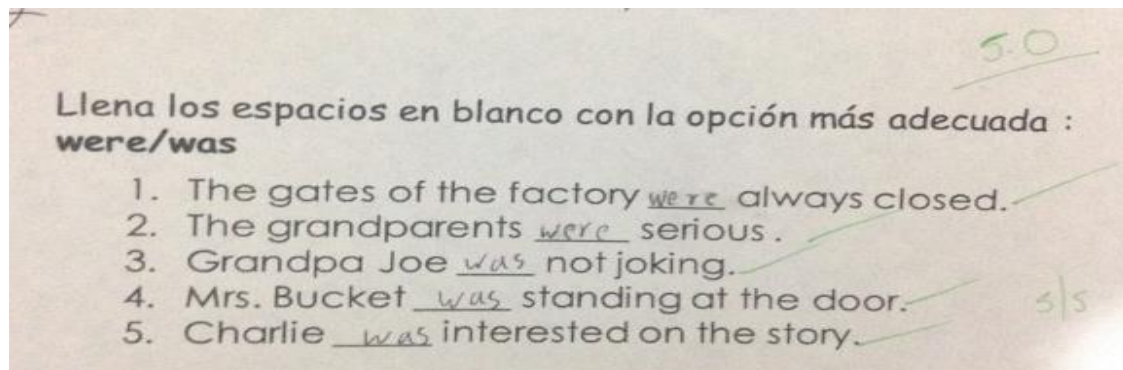


Figure 7. Use of past simple for the verb to be.

This artifact was completed by using a fragment from the book *Charlie and the Chocolate Factory*. In this activity, students could successfully fill the blanks even when the past form of the verb to be was not exactly used on the reading as it should be completed on the worksheets. Finally, we can see that the learning objective of our project, which was related to the identification of present and past verb tenses while reading intensively, was accomplished to some extent on the grounds that students were able to complete fill in the gaps activities by using reading materials.

According to Celce-Murcia (1988), using stories is a convenient tool to teach grammar. It can be inferred that it is a realistic way to contextualize learners with the use of the target language. It is evident then, that the learners who participated in this project learned to make connections between the forms of the words used in the texts to the way they should use them to complete sentences. Thus, students' performance was positively impacted by the provision of realistic examples of language usage, without explicit emphasis on any of the linguistic features covered.

### **5.3.2 Dependency of referential grammatical forms to grasp and reproduce patterns**

The data collected demonstrated that some of the students who participated in this project were not able to write sentences in order to answer questions related to the book they read. When asked to answer open questions by using the target language they relied most of the time on the materials to use them as a guide.

## Challenge

Students' dependence of the reading materials to complete the grammatical exercises is possibly related to the learners' linguistic level, which was basic. Therefore, even though learners understood the content of the materials, and were able to answer the guiding questions in their mother tongue and complete fill in the gaps activities, what impeded the development of the activities was the fact that they did not know how to use this language in a realistic way. This sample from one of the activities serves as an example of this fact:

SA(4)10/10/17.CR

Tomando en cuenta los verbos que se encuentran subrayados en el segundo capítulo de "Charlie y la fábrica de Chocolates". Responde las siguientes preguntas.

Ejemplo:

0. What does it happen when Charlie says "good evening" to their Grandparents?  
The four grandparents sit up.

1. What does Charlie do when he finishes his supper of watery cabbage soup?  
goes into the Room

2. What does it happen when the old people tell the stories?  
listen to their stories

3. What does Charlie say to his grandparents?  
to be 5

4. What does Grandpa Joe say about Mr. Willy Wonka?

5. How old is Grandpa Joe?  
Ninety-six

6. How is Grandpa Joe physically?

7. What does it happen to Grandpa Joe in the evenings?

Figure 8. Student artifact. Answering open ended questions.

As observed in this artifact, students were asked to answer to open questions by using the present simple form in the third person of different verbs. By focusing on the answer for question number two, it is possible to notice that the learner wrote incomplete structures. However, it is evident that she indeed understood the question because these elements are close to the correct answer. Additionally, in question number one, it is possible to see that the learner used the grammatical element that was being implicitly emphasized, but it was noticed that she presented

issues with L1 interference because she only wrote predicates instead of complete sentences. Considering this situation, the teachers provided a general feedback session in which they remarked the fact that different from Spanish, sentences in English must always have a subject. However, learners continued making the same mistakes, evidencing that this contribution was not meaningful enough.

According to Larsen- Freeman (2014), grammar must be linked to authentic uses of the language in order to be meaningful for the language learning process. Thus, the outcomes presented in this section serve as a resource to understand that for students to produce complete sentences, it is necessary to include different types of activities which help them to use language in context. Additionally, when learners have enough resources to express their ideas in the target language; their dependency on the mother tongue and referential language is reduced. Students' results on the grammatical activities proposed in this project showed that students were able to implicitly identify some linguistic structures from a text. Nonetheless, learners were reliant on these texts to grasp grammatical patterns for the further completion of activities. This situation suggests that even though reading served as an implicit input for grammatical learning, it requires additional elements in order to scaffold learners from the receptive to the productive stage of the language learning progress.

## **6. Conclusions**

Once the results of the project were presented, some pedagogical conclusions emerged regarding the use of intensive reading for grammar teaching in primary education contexts in public institutions in Colombia. Such conclusions refer to the adaptations made in the materials so that they were appropriate for the participants, the use of the L1 to manifest understanding of the text, the necessity of material variety, and learner's tendency to use written texts as supporting materials for the completion of activities related to the use of grammatical structures.

First, authentic material requires adaptations in order to be accessible to beginners. The profile of the students, who were part of this project, demanded that the authentic reading material used included strategies such as the addition of line numbers and underlined words so that they could interact with it during the classes. This is why it is recommended to adapt material regarding the learning goals of a course or project and students' needs. Additionally, authentic material must be supported by the use of paralinguistic features of the language. Since the learners could not understand all the information presented in the authentic reading materials it was necessary to use images, body language and review previous knowledge so that they could elicit the meaning of some vocabulary and connect the main ideas from the texts. In view of this, it is suggested to use as many strategies when working with authentic material to reduce its complexity and make it more accessible to the students.

Moreover, it was concluded that students' use of L1 can give information about their understanding of reading material. Due to students' limited capacity to communicate fluently in English, it was noticed that they had difficulties answering and asking questions in L2. Thus, to show understanding and interest towards the reading they used their mother tongue. In relation to

the previous conclusion, we recommend teachers to allow beginners to speak in L1, while they gain some vocabulary and confidence to speak in L2. Furthermore, teachers can also notice students' understanding of a certain topic when they express their ideas in L1.

Students need a wide variety of materials to maintain interest on reading. Students manifested that it was not interesting for them to use the same book for a long period of time. Additionally, it was noticed that their attention span was gradually shorter due to students' lack of interest on the reading. We concluded this on the grounds that after the first two or three lessons students preferred to chat among them, or listen to music while the teacher was reading aloud. Taking into account that learners who do not tend to read frequently, and whose linguistic level is low struggle to understand and keep their attention on the text, we recommend that reading-based projects or courses must provide learners with a meaningful variety of books, with different stories and genres.

Even though beginners can recognize grammatical patterns from written texts, they rely on grammatical examples to produce complete sentences. Most of the learners used the book as a guide to understand which grammatical tense they were asked to use in the activities. This helped them to complete most of the sentences with grammatical accuracy. However, when asked to write complete answers their sentences were incorrect, or they did not even write an answer. We attribute this dependence on grammatical examples to the fact that the learners did not have enough opportunities to see how the grammatical patterns emphasized are used in real life interactions. Thus, we believe that reading-based projects or courses must be complemented with other types of input such as audios or videos in order to foster the development of the productive skills of the language.



The implementation of this project contributed to our professional growth by raising our awareness on the different details that must be taken into account when assuming the role of a teacher. More specifically, teachers should revise, adapt, and provide a variety of materials used in the classroom so that learners can use them. Additionally, educators must listen to and observe students' opinions and actions in order to make decisions in relation to the content and procedures of a course. Finally, the biggest contribution to our professional growth is that teachers must consider the implementation and combination of different teaching approaches in order to adapt to the learning needs of students.

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## 8. Appendices

### Appendix A: Lesson Plans

LP(3)04/10/17.AV.

<b>Date of the class: October the 3<sup>rd</sup> , 2017</b>		<b>Class Number: 2</b>	
<b>AIM:</b> At the end of the lesson the learners will be able to to complete short sentences in present simple tense by using vocabulary related to the story “ Charlie and the Cholotate Factory”			
<b>Assumed Knowledge: Vocabulary related to family members.</b>			
<b>Materials: Flashcards, printed texts,worsheets.</b>			
<b>DAY/STA GE/ ACTIVITY /TIME</b>	<b>PROCEDURE TEACHER AND LEARNER ACTIVITY</b>	<b>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</b>	<b>COMMENTS</b>
<b>Pre 10 min</b>	T asks s's to describe what they read on the previous class.T will show images to s's and ask them for their name in English. Then, she will provide vocabulary related both to images and text and s's should write those words on their notebooks.	<b>In case of confusion T will use body language and/or elements available on the environment.</b>  <b>S's who are not engaged will be asked to describe what they have been reading.</b>	Most of the students remembered what we read on the previous class. The level of engagement was medium to high.
<b>Whil e 30 min</b>	T will guide the reading of the second part of the first chapter of Charlie and the Chocolate Factory. T will be asking questions related to the reading, s's should answer by using present simple.	<b>In case most of the s's are</b>	The level of noise was so high that it was difficult to read nice and smoothly.

<b>Post Wor kshe et  20 min</b>	S's will complete short sentences in order to describe images related to the events from the story. In order to do so, they should use the verb to be in present simple.	<b>confused and did wrong in the activity, T will complete it with them and relate it to the text.</b>	It was very difficult for students to understand which word to write in the blanks. Students are not ready to understand the use behind the verb to be.
<b>Observations: Students' proficiency level in the second language impedes they progress in the specific learning of grammatical structures.</b>			

LP(8)14/11/17.JR.

Date of the class: October the 14 <sup>th</sup> , 2017.		Class Number: 8	
<b>AIM:</b> At the end of the lesson the learners will be able to complete short sentences in past simple (d/ed) by using vocabulary related to the story “Charlie and the Chocolate Factory.			
<b>Assumed Knowledge:</b> Vocabulary related to family members, cabagge soup, chocolate bar, chocolate factory, melt			
<b>Materials:</b> Flashcards, printed texts, worksheets.			
DAY/STAG E/ ACTIVITY/T IME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Pre 10	T asks s’s to describe what they read on the previous class will show images to s’s and ask them for their	In case of confusion T will use	Most of the s’s did not remember what the previous reading

<b>min</b>	name in English. Then, she will provide vocabulary related both to images and text and s's should write those words on their notebooks.	<b>body language and/or elements available on the environment</b> .	was about. S's understood the vocabulary presented and established relations among the vocabulary and the flashcards posted on the board.
<b>While 30 min</b>	T will guide the reading of the first part of the fourth chapter of Charlie and the Chocolate Factory. T will be asking questions related to the reading, s's should answer by using the past simple form of some verbs.	<b>S's who are not engaged will be asked to describe what they have been reading.</b>	Most of s's were focused on the reading and sometimes they asked for unknown vocabulary. Some of them noticed the grammatical structure emphasized throughout the reading.  S's used the vocabulary presented in the previous activity in order to understand some of parts of the reading.
<b>Post Work sheet 20 min</b>	S's will complete short sentences using verbs in the simple past form from the reading.  T will ask s's to read instructions together so that they understand better what they have to do.	<b>In case most of the s's are confused and did wrong in the activity, T will complete it with them</b>	S's asked for instructions as usual. However most of them understood the activity, and the words they were asked to use to complete it.

		and relate it to the text.	
<b>Observations: S's have shown improvement on the development of the activities. They have used the reading as a means to develop the final activity. S's try to understand as much as they can the sentences they are asked to complete to extract the missing words from the reading. When s's started the activity, they were just looking for the words in the reading, but then they realized that the words have already been emphasized, so they just pointed to some part of the reading to find the words.</b>			

## Appendix B: Examples and Materials

Example: We showed learners the picture of a dog. Then, we wrote the word “dog”. We showed them the pronunciation of the word. In the **While stage**, both learners and the teacher had a written version of the text, with some highlighted words. The teacher read aloud while the learners followed the written text. The teacher emphasized the words that were previously mentioned and the grammatical structure that was being taught through that lesson, these are the highlighted words

Examples:

Original text: The **dog barks** when he **sees** the **cat**. And, the **cat runs** when the **mouse arrives**. So, the **mouse runs away** to talk to his mother. His mother **hits** him while she **listens** to his story and **tells** him not to go out without her.

### Questions

What does the dog when he sees the cat?

Expected answer: The dog barks when he sees the cat.

What does the cat do when the mouse arrives?

The cat runs when the mouse arrives

What does the mouse when the cat runs?

The mouse runs away

What does the mouse's mother while she listens to his story?

The mouse's mother hits him and tells him not to go out without her.

### Fill in the gaps

Fill the spaces with the most suitable word from the ones of the words written in brackets.

The **dog** \_\_\_\_\_ (bark/barked/barks) when he \_\_\_\_\_ (see, sees, saw) the **cat**. And, the **cat** \_\_\_\_\_ (runs, run, ran) when the **mouse** \_\_\_\_\_ (arrived, arrive, arrives). So, the **mouse runs away** to talk to his mother. His mother \_\_\_\_\_ (hit/hits) him while she \_\_\_\_\_ (listen, listens, listened) to his story and \_\_\_\_\_ (tells, told, tell) him not to go out without her.

### Appendix C: Worksheets

Tomando en cuenta los verbos que se encuentran subrayados en el segundo capítulo de "Charlie y la fábrica de Chocolates". Responde las siguientes preguntas.

Ejemplo:

0. What does it happen when Charlie says "good evening" to their Grandparents?

The four grandparents sit up

1. What does Charlie do when he finishes his supper of watery cabbage soup?

always goes into the room of his four grandparents

2. What does it happen when the old people tell the stories?

then afterwards to say good nights

3. What does Charlie say to his grandparents?

the whole family forget that is hungry and poor

4. What does Grandpa Joe say about Mr. Willy Wonka?

Wonka is the most amazing, the most fantastic, the most extraordinary Chocolate maker the world

5. How old is Grandpa Joe?

he is ninety-six and a half

6. How is Grandpa Joe physically?

he is delicate and weak

7. What does it happen to Grandpa Joe in the evenings?

he becomes as eager and excited as a young boy

1. 'He did, indeed. And what a palace it was (were/was)! It had one hundred rooms. (Line 9)

2...Everything was (were/was) made of either dark or light chocolate! (Line 10)

3. The bricks were (were/was) chocolate. (Line 11)

4. The cement holding them together was (were/was) chocolate, and the windows were chocolate... (line 12)

5. 'When it was (were/was) all finished, Mr Wonka said to Prince Pondicherry, "I warn you, though, it won't last very long, so you'd better start eating it right away." (Line 18)

Fíjate en la forma en que las siguientes frases están escritas en el texto. Escribe en cada espacio la palabra que está en paréntesis y agrega a cada una la terminación adecuada entre S-ES.

Ten en cuenta este ejemplo:

0. Charlie (go) goes slowly by Wonka's factory.

1. Charlie (walk) walks to school in the mornings. walks

2. He (sees) sees other children eating chocolate bars. sees

3. The family (save) saves up money. saves

4. Each time Charlie (receive) receives his birthday chocolate bar... receives

5. He (place) places it in a small wooden box.

6. Charlie (peel) peels back a tiny bit of paper wrapping to start eating his chocolate. peels

7. When Charlie (pass) passes by the chocolate factory....

8. He (hold) holds his nose high in the air and... holds

9. And (take) takes sniffs of chocolate smell. takes

10. Charlie (love) loves that smell, and he (wish) wishes to go inside the factory. loves wishes

## **Appendix D: Journals**

J(1)09/19/17. JR.T/O

The preliminary session served as a diagnosis to identify students' strengths and weaknesses regarding grammar knowledge. First of all, considering students' notes in previous English classes, it was found that most of the students had been already exposed to some grammatical structures such as ( verb to be in present simple/ past and future, the use of prepositions and frequency adverbs); however, when students were asked to categorize them in a chart it was noticed that none of them were able to organize the structures into the right categories. In conclusion, despite of the fact that students were already taught how to use these structures; they are not aware of their use.

J(1)09/19/17. AV. T/O

This session served as a means to identify certain important aspects about the project's population. As I was expecting (due to their ages), the general behavior of the students is highly energetic, they tend to be noisy, and not to pay attention. This is an issue we will have to address throughout the following lessons because it might impede learners exposure to the grammatical structures that they are expected to learn. Regarding linguistic knowledge, most of them struggle to understand what they are being told when we used English, this means that their linguistic level does not even meet the descriptions of A1 users of the language. While grading their work on the diagnostic activity, I notice that most of them can relate the words "verb to be" to the actual uses of this verb (I am, you are, they are). For the rest of the cases (prepositions, adverbs of frequency, and wh questions), they seem to know them or at least have vague ideas of them, but they cannot explicitly relate them, and use them.

J(2)09/26/17.AV.O

This first session served to identify different aspects regarding our population. First of all, it was noticed that due to the fact that they are children, it was difficult for them to be motivated and focused on reading. Most of them presented signs of boredom i.e. they just wanted to chat with their partners, move around and even a couple of them tried to listen to music while the teacher was conducting the guided reading. These behaviours may be problematic on the grounds that they affect learners attention, thus they will probably ignore most of the content and grammatical structures on the text. A possible solution would be to ask them to paraphrase what the teacher just read or to explain (it could be in Spanish), the last paragraph that has been read. This technique will be used during the next session. In case it is effective, we will be using it for all of the following lessons.

J(2)09/26/17.JR.T



At the beginning of the lesson it was difficult to get students attention. Therefore, it was necessary to call their attention by telling them that if they continue behaving in such way it was going to be necessary to take some points off from the activity they were about to perform. It was evidenced that some students were interested in the vocabulary that was presented. For example they asked questions such as “ Profe ¿y para qué son esas palabras? ¿ Las vamos a utilizar en algo? Moreover, in this first session was possible to identify students perceptions towards the reading activities. The students showed signals of boredom and many of them expected to have the reading texts in Spanish. In the final stage it was noticed that they felt kind of frustrated when doing the activity. Despite of the fact that the instructions were given in Spanish students found them difficult to understand. Since in this session the students were asked to complete the activity in pairs, it could not be noticed if students it was student A or B who completed the grammar activity correctly. However, taking into consideration that is was the first class and that the experience of interacting with a reading totally in English was something new for the students, the results of some of the students (4/36) showed that they were able to use in a correct way the grammar structure emphasized.

J(3)10/04/17.JR.O

The second session showed much better results than the first one; although students behaviour is still a problem for the good development of the activities. There are still some students that lack of attention and motivation, which influences in some way their understanding towards the reading. It was noticed that students get connected to what the teacher is reading and explaining. For example, when the teacher said “sit up” she sat up and students said “ah teacher sentarse” It is evidenced when students ask questions about the vocabulary and explain to the teacher what they have understood. Despite of the fact that students did not have the written form of the reading, in the final activity most of them showed a good performance in regards to the use of the grammatical structured emphasized on this class which serve as a means to demonstrate students ability to learn/ use grammatical structures implicitly. After this class, it is going to be necessary to talk about some aspects that have to do with lesson planning and the development of the class.

J(3)10/04/17.AV.T

There is an approximate of 5 to 7 students who are not eager to read and cooperate. This is a source of distraction for most of them; therefore, they do not follow the reading as they should. Even though the learners did not have written patterns to follow at the time for doing the post activity, their answers were in general accurate. This is a subtle prove of grammatical learning through simple imitation. A technique we could use for further lessons, is to ask distracted learners to read aloud the exact lines that the teacher was reading when she noticed the interruption, in this way, they will have extra opportunities to be exposed to the content.

J(4)10/10/17.AV.T

Learners' level of engagement has dramatically improved. When I asked them to remember what we read in the last class, many of them contributed accurate facts that reflected understanding of the story. I think the level of engagement has been positively affected by the increment of body gestures. Additionally, I feel that when I walk around the classroom, the level of noise and disruptive behaviour decreases, resulting in a much more interested audience. However, I feel like this little improvement that we are getting is being wasted. I support this belief on the fact that some of the activities we are using are not properly related to the objectives of the project, and the comprehension of the text. Therefore, I consider that it is important for us to take some time to analyze this situation and reconsider some of our decisions.

J(4)10/10/17.JR.O

This fourth session began a little bit chaotic students were shouting, out of their desks, eating and they were not willing to pay attention to the teacher. After five minutes it was possible to organize them and begin with the activities. When the teacher asked students to review the reading presented in last class, students showed certain enthusiasm and more than half of learners remembered what it was about. Moreover, it is relevant to mention that students motivation and engagement increased significantly. This time students were more focus on the reading and on the vocabulary presented. The students usually asked questions to clarify their understanding towards the reading. Example: “¿profe entonces quiere decir que la fábrica de Wonka es la más grande del mundo? Furthermore, the fact that the teacher kept walking around the classroom in the guided reading activity, facilitated some way the good development of the activity since students were more focus on what was being read. In the production activity, where students were asked to answer some open questions using the present simple tense, it was observed that most of them did not understand what it had to be done, they usually asked questions to the teacher. There were only four students who were capable of answer some of the questions, the rest of the group were writing things by random. These last observations are relevant to our project, on the grounds that there are some things that need to be reconsidered in relation to the activities students are asked to perform ( the kind of activities and the level of the students).

J(5)10/17/17.AV.T

It is very difficult to maintain students' attention. However, some students were active and attentive and this created a whole difference on their performance. My reflections from this lesson make me think that students' performance will be just limited to the stage of reproduction due to their age, thinking skills, and linguistic level in the L2. Additionally, I believe that it is important to bring new activities to the classroom to refresh the dynamics and help students to be focused on what they are learning.

J(5)10/17/17.JR.O

At the beginning of this lesson, it was very difficult to get student's attention. Students were shouting and out of their desks. There was a moment of the lesson mainly at the guided reading stage that students were focused and interested. It was evidenced when they asked questions about the reading and about the vocabulary they found difficult to understand. For example : "*¿Teacher kings son reyes?*" "*se les hacía la boca agua ¿cierto profe?*". Moreover, it was necessary to control students' behaviour because sometimes they started getting out of control. In relation to the development of the activity it was observed that most of students knew what they had to do. As a result, some of them completed it faster than expected. Many students provided accurate answers which gives in evidence about students implicit grammar learning. Furthermore, it was also noticed that students are getting tired of the lesson's monotony. That's why, it should be considered the use of other kind of activities that may increase students' interest and motivation.

J(6)10/24/17.AV.O

As usual, students' behaviour was not good enough to actually understand what they were being exposed to. However, most of the students connected at some extent with the text and the teacher's questions. It is evidenced that students do not understand instructions, even when they are written and given in Spanish, therefore; most of them needed individual explanations by the teacher. Their performance on the activity was quite good and fast, this means that extra specificity on line number and words in bold could help students to focus on the things they need to.

J(6) 10/24/17. JR. T

Although students' behaviour still impedes in a certain way the good development of the activities; I consider that in this lesson they were attentive for a longer period of time which allowed to carry out all the planning faster and in a less chaotic way. Furthermore, the use of line numbers in the reading served as a good strategy to keep students focused and interested on the facts presented in the reading, because they could know what I was reading at any time of the activity. For instance, when they were confused about the line we were in, they simply asked "Profe ¿en qué número va?" and then they could continue with the reading. It was noticed that the last activity was not that challenging for students since they finished it faster than expected. This could have been because there were clear instructions and the grammatical structure students were asked to reproduce was over emphasized in the reading.

J(7) 11/07/17. JR. O

As it is usual, students' level of concentration towards the lesson is very limited. There is some time in the while - reading activity that they are focused, but when they are asked to produce they begin to misbehave. Similar to the previous class, the implementation of line numbers in the reading worked pretty well since it is easier for the students to follow the reading, as well as for the teacher to check if students are following the reading. The questions asked by the teacher while the reading stage, helped students to notice aspects of vocabulary, and about the grammatical structure emphasized. Moreover, in the final stage, where students were asked to reproduce the sentences presented in the reading, it was observed that some of the students

noticed aspects about the use of plural and singular when using *was* and *were*. For example, some of them asked to the teacher “ *Profe ¿cierto que *was* es para uno solo y *were* para varios?* ”. In general terms, considering what Sebastian said “*profe otra vez Charlie y la fábrica de Chocolates qué pereza*” it was noticed that students are getting kind of bored working with the same reading lessons. It might be because they are about to finish the year so they do not want to do anything and due to the routine that reading activities involve.

J(7)11/07/17.AV.T

. From the very beginning till the end they chatted, changed their places and stand up. This is probably because the reading was not engaging enough for them. For instance, when I asked them to remember what we read on the previous class, they did not know what was it. Students’ discipline was good in terms of noise. However, some of them chatted so much that was difficult for them to understand and relate words in English to their mother tongue. What I specifically noticed from this lesson is that not following the text, not knowing what the words mean, and all those issues, impede the internalization of any type of new language, this may be the reason why students don’t go out of the reproduction stage.

J(8)11/14/17.AV.O

The lesson was clear and smooth, however; some students chatted all the time on their desks. It is very difficult for the teacher to control forty kids’ behaviour at a time, and reading activities require a good level of concentration.

J(8)11/14/17.JR.T

Different from the other lessons, it was noticed that students are starting to use the reading as a means to develop the final or productive activity. In other words, they have realized that the reading contains all what they need to complete successfully the final task. So, the students are extracting, and some of them remembering the grammatical structure emphasized on the while-reading stage to filling in the gaps. The Implicit learning of grammatical structures throughout reading activities is possible but it takes many lessons for students to learn and assimilate the structures.

J(9)11/21/17.AV.T

Most of the students are still unfamiliar with the activity of using written texts as an example to follow in the post reading stage. However, some of them learned to notice the highlighted words and to make the most out of them, trying to relate them to the questions they were given. When simple questions about previously taught vocabulary, or the book itself were made, the same few students are the ones who know the meanings or remember the facts I ask about. These learners are the ones who engage with the reading, pay attention, and listen, this makes me believe that discipline plays a crucial role on the success or failure of reading activities in the classroom.

J(9)11/21/17.JR.O

In this final lesson some things were observed in relation to the importance of having a good classroom environment. It was noticed that there are some students (about 10) that tend to be

more focus and minded on what they have to do. They use the reading as a means to complete the final activity and therefore they do it right. They look for the sentence in which the structure is used and write it down correctly. Different from the students that are not engaged, that chat and interrupt in the lesson, these (10) students showed a good performance and established the relation among the reading and the task. Moreover, they are almost all the time attentive on what it is explained by the teacher in the pre- while- and post reading stage. In fact, students behaviour and engagement play an important role for the achievement of the objectives of the project.

## Appendix E: Observation Format

### OBSERVATION FORMAT

**Teacher** Ángela Maria Velásquez Morales

**Observer** Yasmin Juliana Rivera Castro

**Date** Tuesday, October the 10<sup>th</sup>, 2017

**Timeframe** : 9:30-10-45

**Lesson Number** 3

**Objective:** Students are able to use a grammatical structure from a text.

Pre- Reading Stage	
<b>Procedure</b> <i>Teacher actions</i>	The teacher asks students to remember what the reading presented in last class was about. After getting students answers and creating an overview of the final reading explored, the teacher posts different images on the board and asks students to say what they can observe on those images. Then, the teacher gives the names of those images to the students and asks them to write them down in their notebooks.
<b>New words</b> <i>Vocabulary introduced</i>	Huddle, wrinkled, eager, nightcaps.
<b>Classroom atmosphere</b> <i>Any particular aspect?</i>	There are some students that talk a lot. Despite of this it is not that difficult to get their attention.
<b>Materials</b> <i>Images, videos, realia</i>	Flashcards for presenting vocabulary.
<b>Engagement</b> <i>Write on their notebooks, look at the teacher...</i>	Students listen! Pay attention! Write on your notebooks.

While- Reading Stage	
<b>Procedure</b>	First of all, the teacher hands out the written form of the reading

	to the students and asks them to grasp the main idea from the text. After that, the teacher asks students to focus on her actions. Teachers moves around the classroom while reading the text. She usually checks if students are following the reading. When it is necessary, teacher uses body language, facial expressions and flashcards to explain the meaning of some words
<b>Materials</b>	Flashcards, reading text.
<b>Grammatical structure</b> <i>Which grammatical structure is being emphasized? How many times was it repeated?</i>	Some verbs in present simple tense and well as the verb to be. The verbs where repeated and emphasized seven times.
<b>Students' answers</b> <i>Do students use the grammatical structure to answer questions? Are they using it correctly? Are their answers related to the text?</i>	Students usually ask questions to the teacher to see if they understand the content of the reading.  For example : Students (x) asks “ ¿Teacher qué hacen? Teacher: “ They <u>lay</u> , They <u>lay</u> ”
<b>Engagement</b>	The teacher walks around the classroom to have and overall view of student's actions. When the teacher does this, students seem to be more connected to reading and teacher's actions.

<b>Post- Reading Stage</b>	
<b>Activity</b> <i>Type of activity: worksheet, role play</i> <i>Aim</i> <i>Description</i>	Worksheet: Students are asked to answer some questions. They have to extract some sentences in presented simple, focusing on the verbs underlined in the reading text.
<b>Development</b> <i>Is it easy to them to use the grammatical structure? Do they make questions? Are they using dictionaries?</i>	It is noticed that students have problem developing the activity, most of them do not understand the questions asked. Therefore, they usually ask the teacher to explain them what they are supposed to do. Some students do not provide a complete answer but just write the underlined verb presented in the text. There are some students that use

	the dictionary and are interested on understanding the questions and the way they have to be answered.
<b>Students' performance</b> <i>Did they successfully use the grammatical structure? How many of them?</i>	There were a minimum of students who provided correct answers and used correctly the grammatical structure.